

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Eastern Green Junior School
Number of pupils in school	237
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Nicky Aston, Headteacher
Pupil premium lead	Nicky Aston, Headteacher
Governor / Trustee lead	Carolyn Strentz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49, 805
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£49, 805

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas.

High quality teaching is at the heart of our approach to ensure that all children make the progress they should. We focus on areas where children need the most support and this is proven to have the greatest impact on closing the disadvantage gap. Alongside this, we want to develop resilience, self-motivation and emotional wellbeing in our pupils.

Our approach is responsive to common challenges and individual needs, evidenced in robust assessment. To ensure our approach is effective we will ensure that disadvantaged pupils are challenged in the work they are set. We will act early to intervene when the need for support is identified and ensure that all staff take responsibility for the outcomes of disadvantaged pupils in their classes, setting high expectations of their achievement.

Through the use of additional funding we aim to ensure that disadvantaged and vulnerable children leave our school achieving in line with their peers in reading, writing and maths. We aim to help the children to become confident communicators with ambition and hope for their future. We want them to be resilient, independent learners who understand how to keep themselves safe and physically and mentally healthy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Children and families with emotional, social and behavioural needs which directly impact on learning and attitudes.
2	Assessments at end KS2 indicate that the % of disadvantaged children achieving the age related expectations in reading and writing is lower than that of non-disadvantaged pupils within school. A proportion of our disadvantaged children are not supported to read at home and have limited exposure to quality talk and books in the home which impacts their fluency, comprehension of text and knowledge of a range of vocabulary.
3	Some of our disadvantaged children have limited opportunities to participate in additional enhancement activities both inside and outside of school, limiting the development of their cultural capital.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils.	Sustained levels of wellbeing shown through pupil voice, parent and teacher surveys, good behaviour in the classroom and on the playground and improved attendance.
Attainment at the end of KS2 in reading and writing is in line with non- disadvantaged pupils	KS2 outcomes in 2023/24 show that outcomes for disadvantaged pupils are above national figures and are in line with those of non-disadvantaged pupils.
All children are included in learning experiences offered in and out of school and are given the opportunity to develop skills and preferences where they might not have otherwise.	An increase in participation in enrichment activities amongst disadvantaged pupils. All disadvantaged children will participate in visits and visitors with their class/ year group peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments in reading: fluency tests and termly reading assessments	Standardised test results will provide reliable insights into the specific areas of strength and weakness of each pupil to ensure they get the correct additional support in class or through interventions.	2
Use of staff time to carry out 1:1 reading fluency assessments for children throughout the school 3x during the academic year.	Scores of fluency tests reflect the impact of additional reading and other teaching strategies adopted to improve reading fluency.	2
Purchase of home reading books including those specifically matched for children's phonics levels for those children who are identified as early readers.	Children are accessing books appropriate to their ability level in reading which in turn, supports better understanding and progress.	2
Purchase of sets of class reading books to support the development of a love of reading and also improve understanding and text analysis.	Children have the chance to read a shared book with their peers and learn from their class teacher when modelling good reading skills and text analysis.	2
Use of Assistant Head as English lead time to work with small groups of children to improve writing outcomes at both GDS and ARE.	Improved writing outcomes for children.	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 22,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing to secure stronger phonics teaching for targeted children in Years 3 and 4.	Phonics approaches have an evidence base which indicates that better phonics knowledge has a positive impact on word reading, fluency and understanding of text.	2
Additional staffing for additional interventions to support children to narrow the gaps in their learning	TA to carry out precision teaching and other intervention programmes which have had a positive impact on learning in school in the past.	2
Additional weekly reading practice for every disadvantaged child within school with a teaching assistant.	Increased time spent on reading, supported by a trained adult, and also prompts to aid the analysis of the text supports a greater understanding and improved outcomes.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a bespoke timetable of support for children who require additional support with well-being, mental health, attitudes to learning and behaviour.	There is extensive evidence that improved emotional and social skills are linked with improved outcomes and success at school and in later life.	1
Ensure families in receipt of PP are financially supported (fully or partially) for school visits, visitors, music lessons, school clubs, residential etc...	There is extensive evidence that improved emotional and social skills are linked with improved outcomes and success at school and in later life.	1,3

Total budgeted cost: £ 50, 400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Due to Covid-19 and partial school closures end of KS2 data has not been available in the 19/20 and 20/21 academic year. However, teacher assessments of children's learning have shown that the performance of most children was lower than in previous years. Consequently we were unable to achieve the planned outcomes of our previous PP strategy.

Our assessments of the reasons for these lower outcomes were primarily due to the impact of Covid-19, which caused disruption to schooling during both lockdowns but also as a result of bubble closures and self-isolation periods which impacted attendance and learning. Whilst a robust programme of remote learning was provided, engagement was varied. Despite attempts to reach out and support many families, the learning of some disadvantaged children was negatively affected at this time.

Our observations indicate that pupil behaviour, attitudes to learning, wellbeing and mental health were significantly impacted due to school partial closure. The impact was more noticeable in some of our disadvantaged pupils. We used resources to provide wellbeing support for all pupils and targeted individuals or small group interventions where required.

A significant part of our pupil premium funding in 2021/ 22 was spent on providing an additional teaching assistant in order to improve outcomes in phonics and reading in particular and continuing to fund the Learning Mentor to improve wellbeing and emotional health.

SATS results for PP children in 2022 are as follows:

Pupil Premium SATS 2021/22 Data (11 children)							
	ARE +	GDS	Average Scaled scores	School ARE+	National ARE+	School Ave Sc Score	Nat Av Sc Score
Reading	72%	18%	103	85%	74%	105	105
Writing	64%	-	-	72%	69%	-	-
Maths	82%	18%	104	84%	71%	107	104
GPS	82%	18%	105	85%	72%	107	105
RWM combined	45%			63%	59%		